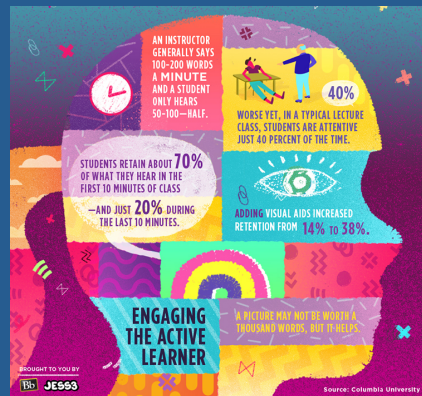


Planning for Learning



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HEB – August 2015

What are your goals for today?

2



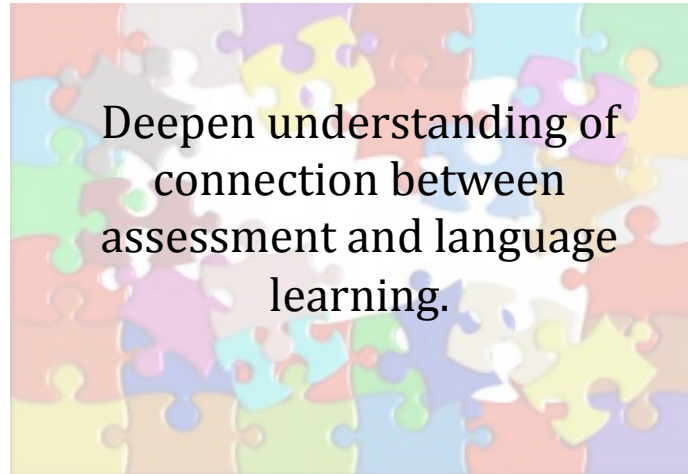
This will be a successful workshop if I can....



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Workshop Goal:

3



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4

| lterrillhebisd | |
|---|---|
| home | |
| Laura Terrill | |
| wiki: lauraterill.wikispaces.com | |
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| pinterest: lterrillindy | |
| Keys to Planning for Learning: Effective Curriculum, Unit and Lesson Design: http://www.actfl.org/publications/books-and-brochures/the-keys-planning-learning August 2015 | |
| Agenda | 2015 Agenda Planning for Learning.docx Details Download 66 KB |
| Key Powerpoint Slides | |
| Powerpoint Handout | |
| World-Readiness Standards | World-ReadinessStandardsforLearningL... Details Download 52 KB |
| NCSFL-ACTFL Can Do Statements | NCSFL-ACTFL Can-Do_Statements.pdf Details Download 607 KB |
| | NCSFL-ACTFL Global Can-Do Benchma... Details Download 421 KB |
| Mode Splash | Mode Splash.pdf Details Download 271 KB |
| Living in the City Thematic Unit | Living in the City.docx Details Download 30 KB |

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Backward Design

Identify desired results – What are the goals?

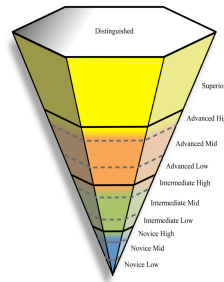
5

What? →



WORLD-READINESS STANDARDS
FOR LEARNING LANGUAGES

How well? →



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NCSSFL-ACTFL Global Can-Do Benchmarks

6

| | Novice Low | Novice Mid | Novice High | Intermediate Low | Intermediate Mid |
|------------------------------------|---|--|---|---|--|
| Interpersonal Communication | I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized. | I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized. | I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions. | I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions. | I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life. |
| Presentational Speaking | I can present information about myself and some other very familiar topics using single words or memorized phrases. | I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions. | I can present basic information on familiar topics using language I have practiced using phrases and simple sentences. | I can present information on most familiar topics using a series of simple sentences. | I can make presentations on a wide variety of familiar topics using connected sentences. |
| Presentational Writing | I can copy some familiar words, characters, or phrases. | I can write lists and memorized phrases on familiar topics. | I can write short messages and notes on familiar topics related to everyday life. | I can write briefly about most familiar topics and present information using a series of simple sentences. | I can write on a wide variety of familiar topics using connected sentences. |

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Performance towards Proficiency

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Demonstration of performance within a specific range (novice, intermediate, advanced) ***may be an indication of proficiency***; performance on a variety of assessments provides evidence of how the learner may be rated for proficiency.

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“To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you are going so that you better understand where you are now so that the steps you take are always in the right direction.”

Stephen Covey



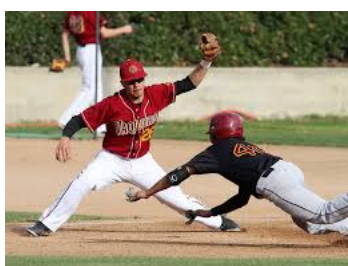
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Learning a language is like learning.....

10



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Learning a language is like learning.....

11

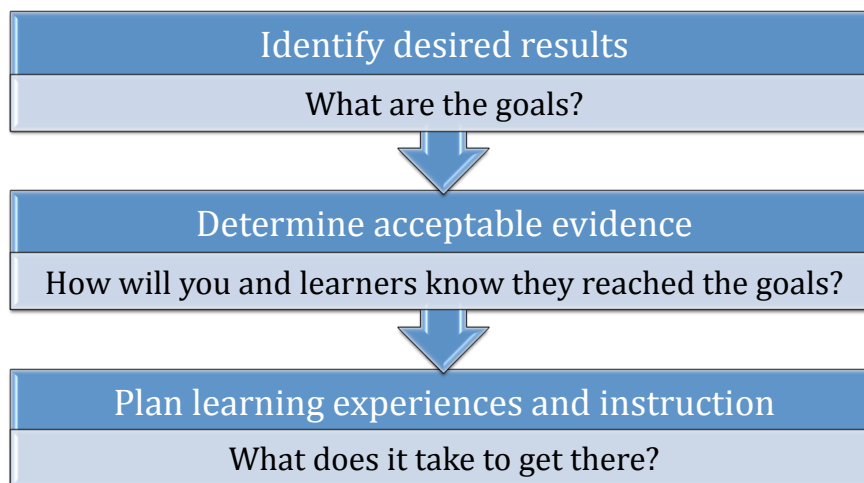


Allow learners to
create their own
analogy.

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Backward Design – Units and Lessons

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Selecting content....

14



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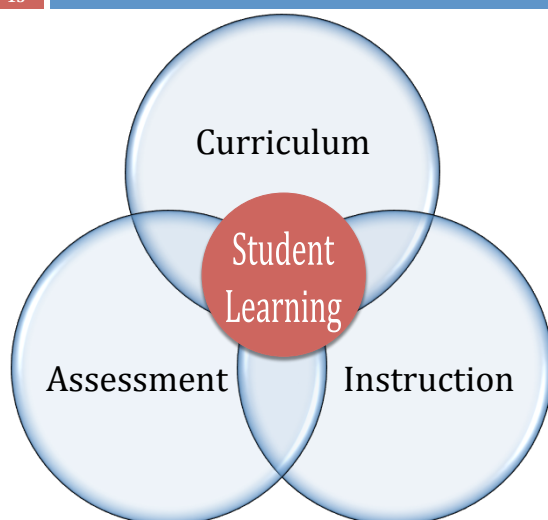
Interculturality

“...helps learners to avoid stereotyping individuals, to develop curiosity and openness to others, and to discover other cultures....to see that interaction with individuals having different social identities and cultures is an enriching experience.”

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Getting Started

15



Think of a unit that you will teach this year — one that may not be working as well as you want or one that you feel is not meeting the needs of your students.

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Mindset for Curriculum Design

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- Communicatively Purposeful: Building Toward Proficiency
- Culturally Focused: Developing Interculturality
- Intrinsically Interesting: Relevant to Learners
- Cognitively Engaging: Requiring Critical Thinking Skills
- Standards-Based: Reflecting Goals for Learning Languages

--Adapted from Helena Curtain

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Essential questions

18

- ▣ They can be answered in the target language.
- ▣ They have no one right answer.
- ▣ All students can answer them.
- ▣ They enable all students to learn.
- ▣ They involve thinking, not just answering.
- ▣ They make students investigators.
- ▣ They are provocative—they hook students into wanting to learn.

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What essential question focuses the unit?

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Goals — Learners will be able to:

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- What will the students be required to do, say, make, or write that will both deepen and assess their learning?
- How do the communicative goals of the unit incorporate the other Cs?

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World-Readiness Standards

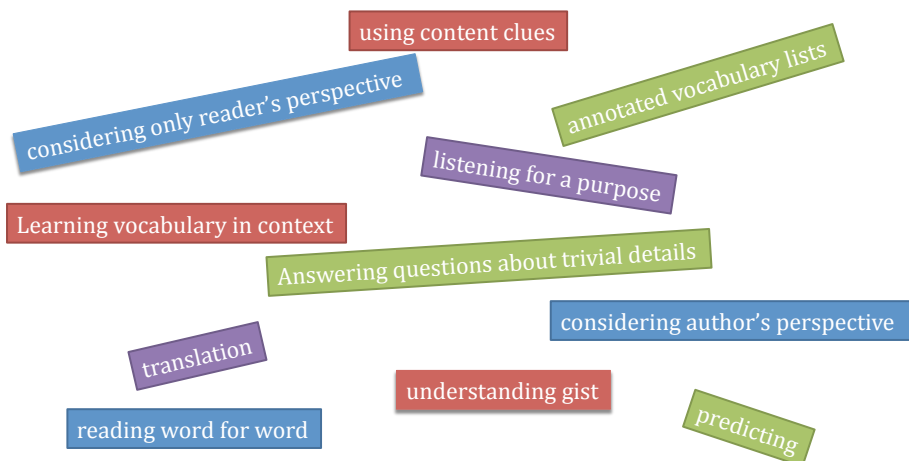
22

| Connections to Standards | | |
|---|--------------------------------------|---|
| | Practices and Perspectives | Products and Perspectives |
| Cultures (Sample Evidence) | | |
| Connections (Sample Evidence) | Making Connections | Acquiring Information and Diverse Perspectives |
| Comparisons (Sample Evidence) | Language Comparisons | Cultural Comparisons |
| Communities (Sample Evidence) | School and Global Communities | Lifelong Learning |

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Interpretive Communication is.....

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Interpretive Communication....

24

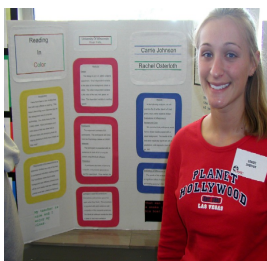
| is not | is |
|---|--|
| translation. | context-driven understanding (gist). |
| a hunt for trivial details. | whole picture; mediating meaning with the text; a focused task. |
| glossed readings; teaching all new vocabulary first. | familiar words in new context; and new words in a familiar context. |
| reading, listening or viewing from the reader's perspective only. | using the author's perspective and cultural perspective. |
| reading word for word. | re-phrasing chunks; retelling; predicting; and using structural clues. |

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Presentational Mode

25

Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.



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Presentational communication is.....

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Presentational Communication....

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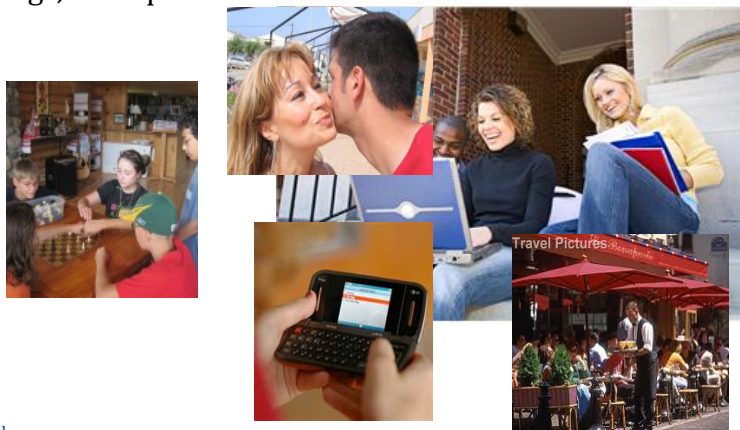
| is not | is |
|---|---|
| negotiated communication. | one-way communication. |
| random. | practiced, rehearsed, polished, edited. |
| unplanned. | organized. |
| speaking or writing in a vacuum. | an awareness of audience (formal/informal; cultural context). |
| reliance on circumlocution | improved by using appropriate tools – dictionary, spell-check, etc. |
| speaking or writing only for the teacher. | produced for an intended audience and purpose. |

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Interpersonal Mode

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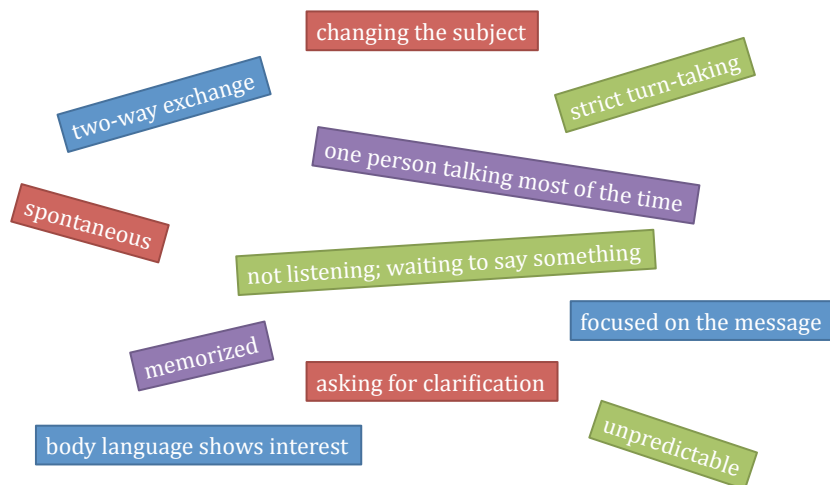
Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.



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Interpersonal Communication is.....

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Interpersonal Communication....

30

| is not | is |
|---|---|
| one-way communication | two-way exchange. |
| memorized (skits, dialogues). | spontaneous and unpredictable. |
| only asking all the questions. | helping each other. |
| strict turn taking. | following up and reacting; maintaining the conversation |
| ignoring your partner; waiting to say something. | indicating interest; interactive body language; eye contact. |
| overly concerned about accuracy. | focused on the message. |
| giving up when you don't understand. | Asking for clarification if communication fails/falters. |

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Learning Scenario

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Throughout this unit, students will have the opportunity to consider and explain who they are, the activities they participate in and how they interact with others. They will then learn about and reflect on character and personality traits and will be able to describe their behaviors and attitudes in terms of their personal and public identities. They will examine well known self portraits and consider why self portraits exist comparing the selfies of today to the portraits of the past. Finally, they will consider the impact of stereotyping in their own lives and consider how the media contributes to stereotyping. They will create a and share a multimedia product that highlights influences on their identity sharing elements of their inner and outer selves.

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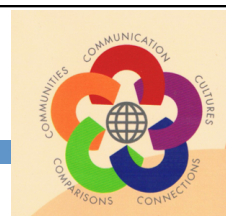
Goals

32

Learners will be able to:

- ☐ describe their public and private identities and explore the identities of others
- ☐ comment on personal and cultural stereotypes and compare character traits across cultures
- ☐ name perceived positive and negative character and personality traits
- ☐ describe the selfies and self portraits of others commenting on what is seen and what is known about those in the images
- ☐ share opinions on the advantages and disadvantages of social media identities
- ☐ tell the story of when a particular selfie/image was taken

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Teaching vs Learning

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Assessment of Learning

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ACTFL Integrated Performance Assessment

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Interpretive

Students listen to, read and / or view an authentic text and answer information as well as interpretive questions to assess comprehension. The teacher provides students with feedback on performance.

Presentational

Students engage in the presentational mode by sharing their research/ideas/opinions. Samples presentational formats: speeches, drama, skits, radio broadcasts, posters, brochures, essays, websites, etc.

Interpersonal

After receiving feedback students engage in communication about a particular topic which relates to the interpretive text.

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Advanced Placement Exam Format

35

| Section | | Number of Questions | Percent of Final Score | Time |
|--|--|---------------------|------------------------|------------------------------|
| Section I: Multiple Choice | | | | Approx. 95 minutes |
| Part A | Interpretive Communication: Print Texts | 30 questions | 50% | Approx. 40 minutes |
| Part B | Interpretive Communication: Print and Audio Texts (combined) | 35 questions | | Approx. 55 minutes |
| | Interpretive Communication: Audio Texts | | | |
| Section II: Free Response | | | | Approx. 85 minutes |
| Interpersonal Writing: E-mail Reply | | 1 prompt | 50% | 15 minutes |
| Presentational Writing: Persuasive Essay | | 1 prompt | | Approx. 55 minutes |
| Interpersonal Speaking: Conversation | | 5 prompts | | 20 seconds for each response |
| Presentational Speaking: Cultural Comparison | | 1 prompt | | 2 minutes to respond |

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French AP - 2012

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Presentational Writing: You will write a persuasive essay to submit to a French writing contest. The essay topic is based on three accompanying sources that present different viewpoints on the topic and include both print and audio material. First, you will have 6 minutes to read the essay topic and the printed material. Afterward, you will hear the audio material twice; you should take notes while you listen. Then, you will have 40 minutes to prepare and write your essay. In your persuasive essay, you should present the sources' different viewpoints on the topic and also clearly indicate your own viewpoint and defend it thoroughly. Use information from all of the sources to support your essay. As you refer to the sources, identify them appropriately. Also, organize your essay into clear paragraphs.

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French AP - 2012

37

Presentational Speaking: You will make an oral presentation on a specific topic to your class. You will have 4 minutes to read the presentation topic and prepare your presentation. Then you will have 2 minutes to record your presentation.

In your presentation, compare your own community to an area of the French-speaking world with which you are familiar. You should demonstrate your understanding of cultural features of the French-speaking world. You should also organize your presentation clearly.

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Text Type

Quantity and Organization of Language Expands

38

- ☐ Isolated words
- ☐ Words and phrases
- ☐ Discrete sentences
- ☐ Strings of sentences
- ☐ Connected sentences
- ☐ Single paragraphs
- ☐ Multiple paragraphs
- ☐ Extended cogent discourse



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Performance Tasks

Do the tasks match the targeted performance level?
Do they allow students to address the essential question in some way?

39

| <u>Interpretive Mode</u> | <u>Interpretive Mode</u> | <u>Interpretive Mode</u> |
|--------------------------|---------------------------|--------------------------|
| | | |
| <u>Presentation Mode</u> | <u>Interpersonal Mode</u> | |

Communication - Collaboration - Creativity - Critical Thinking

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Performance Tasks

Do the tasks match the targeted performance level?
Do they allow students to address the essential question in some way?

40

| <u>Interpretive Mode</u> | <u>Interpretive Mode</u> | <u>Interpretive Mode</u> |
|---|---|--|
| Read biographical and/or autobiographical texts and demonstrate comprehension using the IPA Interpretive Comprehension Guide. | Read article/infographic on phenomenon of selfie and demonstrate comprehension. | Watch video and/or read article on stereotypes and complete a graphic organizer. |

What determines a person's identity?
Who is the "real" me?

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Performance Tasks

Do the tasks match the targeted performance level?

Do they allow students to address the essential question in some way?

41

Presentation Mode

"On Demand"

Explain who you are in terms of your public and personal identity. Comment on how your identity changes in different situations. How does your personality change in different situations? What might you change about your inner self? your outer self? if it was easy to change? Why would you make that change?

Project-based

Create a product that can be shared with others, one that captures your personal and public identity. Consider how others perceive you. Compare your inner and outer self to others.

- outer cover of a book, inside content
- outer mask, inner mask
- two voice poem between your inner and outer self

Interpersonal Mode

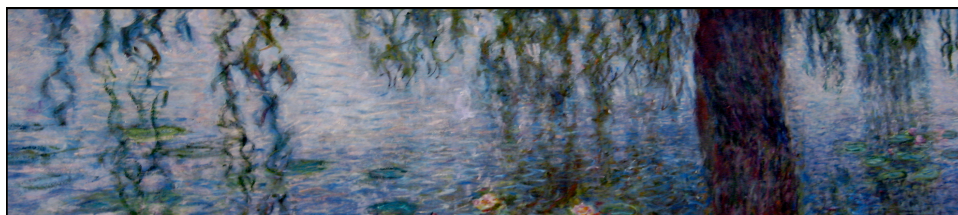
Students pair to discuss what they have learned about personal and public identities. They comment on character traits sharing those that they value the most and commenting on how they identify those traits in others. Finally, they ask for and share their opinions on selfies sharing their favorite selfie and explaining the moment when it was taken.

What determines a person's identity?
Who is the "real" me?

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The Keys to Planning for Learning: Effective Curriculum, Unit and Lesson Design
<http://www.actfl.org/publications/books-and-brochures/the-keys-planning-learning>

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